RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

Social Intelligence is related with the individual's ability in pertaining his skills in any social situation in a meaningful manner. i.e. it is related with the awareness of social situations. Social Intelligence is the ability of people to relate to others, understand them, and interact effectively with them. It is difficult to lead a successful life in a society without Social Intelligence. Social Intelligence is useful in solving the problems of social life; helpful in tackling various social tasks and to develop healthy co-existence with other people. It is the key element which makes people succeed in life. Academic achievement is of paramount importance particularly in the present socio- economic and cultural contexts. Obviously in the school, great emphasis is placed on achievement right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance. The school performs the function of selection and differentiation among students on the basis of their scholastic and other attainment and opens out avenue of advancement again, primarily in terms of achievement. This study is undertaken to find the relationship between Social Intelligence and Academic Achievement among the secondary school students. The investigator used Normative Survey Method for the study. The sample consists of 400 secondary school students. Social Intelligence Scale was used as tool. The major finding of the study reveals that there exists significant relationship between social Intelligence and academic achievement among the secondary school students. It can be concluded that there exists no significant difference between male and female students of secondary school with respect to social intelligence and academic achievement. It is also found out that there exists significant difference between rural and urban students of secondary school with respect to social intelligence and academic achievement.

Keywords: Social Intelligence, Academic Achievement, Secondary School Students.

INTRODUCTION

Education may be defined as a purposive conscious or unconscious psychological, sociological, scientific and philosophical process which brings about the development of society in such a way that both enjoy maximum happiness and prosperity. In short, education is the development of individual according to his needs and demands of society, of which he is an integral part. Raymont, T (2009) has rightly remarked "Education is that process of development in which consists the passage of human being from infancy to maturity, the process whereby he adopts himself gradually in various ways to his physical, social and spiritual environment". Education is the development of all those capacities in the individual which enable him to control his environment and fulfill his possibilities (Dewey, 1957). It is a science as well as an art and is very important to every person. It makes a man self-reliant and selfless. It is education that makes man a real and sensible human being, helpful and fitting in the society. Education is a process of development, in which efforts are made for harmonious development of an individual's personality. It empowers the individual with necessary skills and competence for achieving important personal and thereby contributing to the social development.

Social Intelligence is related with the individual's ability in pertaining his skills in any social situation in a meaningful manner. i.e. it is related with the awareness of social situations. Social Intelligence is the ability of people to relate to others, understand them, and interact effectively with them (Marti, 2005). "Social intelligence is the capacity to know oneself and to know other is an inalienable and a part of the human condition as is the capacity to know objects or sounds and it observes to be investigated no less than these other less charged forms".- Howard Gardner (1983).

E.L. Thorndike (1920) noted somewhat carefully that "convenient tests of social intelligence are hard to devise; social intelligence shows itself abundantly in the nursery, on the play ground, in barracks and factories and salesroom but it eludes the formal standardized conditions of the testing laboratory. It requires human beings to respond to, tome to adapt its responses, and face, voice, gesture and mien as tools". Nevertheless, true to the goals of the psychometric tradition, the abstract definitions of social intelligence were quickly transplanted into standardized laboratory instruments for measuring individual differences in social intelligence. Thorndike has classified intelligence into three categories which are as follows:

(a) Concrete intelligence

(b) Abstract intelligence

(c) Social intelligence

Goleman (2006) proposed a tentative Model of Social Intelligence based on social neuroscience research over the past two decades, social neuroscience emerged as a field dedicated to investigating the social brain. The social brain refers to the network of brain regions that are involved in understanding others. Goleman organized social intelligence into two broad categories; social awareness and social facility. Social awareness includes what a person senses about others and social facility includes what a person does with that awareness. According to Goleman (2006), social awareness and social facility are the key factors which determine Social Intelligence. Even though a solid, universally acknowledged definition of social intelligence is still missing.

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sports, arts, culture, behavior, confidence in communication, assertiveness, skills, punctuality, etc. To create good educational inventions and assess their effectiveness, it is important for the educators to understand the complex nature of students' academic achievement, motivation and self-regulations. According to **Chaplin**, Academic achievement is defined as "the specified level of attainment or proficiency in academic work as evaluated by the teachers or standardized tests or combination of both."

SIGNIFICANCE OF THE STUDY

In day to day life situations, successful completion of any task depends on one's intelligence. Generally, intelligence means "ability to perform a task". To a layman, it conveys the meaning inherent capacity, something that the child inherits from his or her ancestors, which determines the mental growth, which he or she is capable of. At present, intelligence is viewed as a multi-dimensional concept with Social Intelligence being an important facet of it. Social intelligence plays a crucial role in the lives of individuals. It helps the individual to understand other persons, characteristics and rationalize their motives and interpret their emotions and expressions. It is difficult to lead a successful life in a society without Social Intelligence. Social Intelligence is useful in solving the problems of social life; helpful in tackling various social tasks and to develop healthy co-existence with other people. It is the key element which makes people succeed in life.

Academic achievement has become an index of a child's future in this highly competitive world. It is only a drop in the vast sea of education. A great many students seem not to get credit commensurate with their known or rated abilities. Many a time, we often find students with average abilities excel others. The baffling facts, which have come into lime light, are that in spite of having similar educational facilities, environment, aspirations and even intelligence, academic achievement of students differ from one another. Therefore, the topic of academic achievement has assumed a lot of significance in the modern educational system. The present study is intended to find out whether social intelligence has any significant relation with respect to academic achievement among secondary school students.

OBJECTIVES OF THE STUDY

1. To find the level of Social Intelligence among secondary school students.

2 To find the level of Academic Achievement among secondary school students.

3. To find the relationship between Social Intelligence and Academic Achievement among secondary school students.

4. To find out whether there is any significant difference in the relationship of Social Intelligence and Academic Achievement among male and female secondary school students.

5. To find out whether there is any significant difference in the relationship of Social Intelligence and Academic Achievement among rural and urban secondary school students.

HYPOTHESES OF THE STUDY

1. The level of Social Intelligence varies among secondary school students.
2. The level of Academic Achievement varies among secondary school students.
3. There exists significant relationship between Social Intelligence and Academic Achievement among secondary school students.
4. There exists significant difference in the relationship of Social Intelligence and Academic Achievement among male and female secondary school students.
5. There exists significant difference in the relationship of Social Intelligence and Academic Achievement among rural and urban secondary school students.

METHODOLOGY

The investigator used the Normative Survey Method to find out the relationship between Social Intelligence and Academic Achievement among the secondary school students.

Population

The population under investigation included the students of secondary school level in Kollam District.

Sample

The investigator used the stratified random sampling technique to select a sample of 400 secondary school students from Kollam District.

Tool Used for the Study

The investigator has used the following tools for investigation of the problem:

Social Intelligence Scale was developed and validated by the investigator for measuring the social intelligence.

Achievement test scores taken from School Records

Statistical Analysis

The data collected were analyzed by using descriptive and inferential statistics. The following statistical techniques were used in the analysis of the data: Mean and standard deviation were used as descriptive statistics and Product Moment Correlation Coefficient, Fisher's 'r' test of significance were used as inferential statistics.

Results and Discussion

The main purpose of the study is to find out the relationship between the Social Intelligence and academic achievement of secondary school students. So the investigator finds out the level of each variable's relationship based on the gender and locale.

1. The level of Social Intelligence among Secondary School Students

Researcher classified the social intelligence into three levels; High, Average and Low according to the mean and SD of the total scores. The results are given in table 1.

Table 1

The level of Social Intelligence among Secondary School Students

Social Intelligence group	Number & percentage (%)
High Social Intelligence group	143 (35.75%)
Average Social Intelligence group	157 (39.25%)
Low Social Intelligence group	100 (25.0%)

The table 1 reveals that only 35.75% of the Secondary School Students belongs to High Social Intelligence, whereas the remaining of 39.25% of the Secondary School Students belong to Average Social Intelligence and 25% of the Secondary School Students belong to Low Social Intelligence group.

The findings of the study reveal that majority of the Secondary School Students belong to average level. The result seen from the Table 1 also reveals that the level of Social Intelligence varies and hence Hypothesis 1 is accepted.

2. The level of Academic Achievement among Secondary School Students

The researcher classified the Academic Achievement into three levels; High, Average and Low according to the mean and SD of the total scores. The results are given in table 2.

Table 2

The level of Academic Achievement among Secondary School Students

Academic Achievement group	Number & percentage (%)
High Academic Achievement group	117 (29.25%)
Average Academic Achievement group	192 (48.0%)
Low Academic Achievement group	91 (22.75%)

The table 2 reveals that only 29.25% of the Secondary School Students belong to High Academic Achievement group, whereas the remaining of 48% of the Secondary School Students belong to Average Academic Achievement and 22.75% of the Secondary School Students belong to Low Academic Achievement group.

The findings of the study reveal that majority of the Secondary School Students belong to average level. The result seen from the Table 2 also reveals that the level of Academic Achievement varies and hence Hypothesis 2 is accepted.

3. **Relationship between the variables of Social Intelligence and Academic Achievement among Secondary School Students**

For the relationship *between the variables of Social Intelligence and Academic Achievement among Secondary School Students, the* investigator finds out the correlation coefficient and the significance of the r value. The results are given in table 3.

Table 3

Data and results of correlation between the variables of Social Intelligence and Academic Achievement among Secondary School Students

Sample	r value	Significance of r	Ser	Confidence interval	Shared Variance	Verbal Interpretation
Whole Sample	0.752	.139	0.02	0.695-0.808	56.55	High correlation

From the table 3, the coefficient of correlation obtained between the variables is 0.752, significance of r' is .139, and the standard error of 'r' is 0.02 which was used to estimate the confidence interval was 0.695 to 0.808. The obtained 'r' has a shared variance 56.55. This means 56.55% of the correlation is shared commonly by the two variables. This indicates the whole sample has a high correlation between Social Intelligence and Academic Achievement among Secondary School Students.

The obtained r value reveals that there exists high positive correlation between Social Intelligence and Academic Achievement among Secondary School Students according to Garrett (2007). The result shows that both variables; Social Intelligence and Academic Achievement have close relationship with respect to secondary school students. Hence the hypothesis is accepted.

Table 4

Comparison of Correlation Coefficient of Male Sample and Female Sample

Sample	r Value	z Value	Critical Ratio	Level of Significance
Male Female	0.61 0.56	0.71 0.63	0.744	Not significant

From the table 4, it is observed that the critical ratio of male and female sample is 0.744 which was not significant at 0.01 level. This means that the difference in the relationship between the variables for male and female samples do not differ significantly.

The critical ratio was not significant at 0.01 level. This indicates that male and female sample of Secondary School Students do not significantly differ in their Social Intelligence and Academic Achievement. Hence the hypothesis is rejected.

Table 5

Comparison of Correlation Coefficient of Rural and Urban Sample

Sample	r Value	z Value	Critical Ratio	Level of Significance
Rural Urban	0.64 0.50	0.76 0.42	3.37	Significant at 0.01 level

From the table 5, it is observed that the critical ratio of Rural and Urban Sample is 3.37 which was significant at 0.01 level. This means that the difference in the relationship between the variables for Rural and Urban Sample is significant. The obtained r value of 0.64 is high compared to the r value of Urban 0.50.

The critical ratio was significant at 0.01 level. This indicates that Rural and Urban sample of Secondary School Students significantly differ in their Social Intelligence and Academic Achievement. Hence the hypothesis is accepted.

MAJOR FINDINGS

From the present study it is found that:

1. The level of Social Intelligence varies among secondary school students.

2. The level of academic achievement varies among secondary school students.

3. There exists significant relationship between social intelligence and academic achievement among secondary school students.

4. There exists no significant difference in the relationship of Social Intelligence and academic achievement among male and female secondary school students.

5. There exists significant difference in the relationship of Social Intelligence and academic achievement among secondary school students.

Conclusion

The study comes to the conclusion that the secondary school students vary in their level of social intelligence and academic achievement, and also there exists positive and high correlation between social intelligence and academic achievement. It shows that if opportunities are provided in the right way, the students will become better responsible. It can be concluded that there exists no significant difference between students of male and female secondary school with respect to Social Intelligence and academic achievement. It is also found out that there exists significant difference between students of rural and urban secondary school with respect to Social Intelligence and academic achievement. Hence rural and urban school students need training in this regard.

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